**First Grade Unit of Study**

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| **Stage 1 – Desired Results** | |
| **Essential Question:** Does everything grow and change? | **Essential Understanding:**  Students understand the key features of non-fiction texts in order to gather information about the plant life cycle and share their knowledge with others. |
| **Guiding Questions:**   * How do you read to gather information? * How is a non-fiction book different from other books? * How can you show how plants grow? * How can you write to share information with others? * What do how-to books look like and how can they be used? * How does writing change? * What is the importance of spelling and grammar in writing? | |
| **Common Core Standards:**  *Reading Information*  RI.1.1 Ask and answer questions about key details in a text.  RI.1.2 Identify the main topic and retell key details of a text.  RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  RI.1.7 Use the illustrations and details in a text to describe its key ideas.  RI.1.8 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  *Writing*  W.1.1 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  *Language*  L.1.1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). 2. Use frequently occurring prepositions (e.g., *during, beyond, toward*). 3. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.   L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and names of people. 2. Use end punctuation for sentences. 3. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 4. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | |

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|  | **Assessments/Performance Tasks:**  Students examine a variety of non-fiction texts that describe how plants grow. They learn the difference between information contained in the print and pictures, how to use text features to find key information and define vocabulary, and how different texts present similar information. Together the class creates a flip chart that illustrates how to use non-fiction texts.  Using the strategies learned during the examination of non-fiction texts, students answer questions to create an illustrated flow chart demonstrating how plants grow from seeds, and what a plant needs in order to grow. Students plant their own seeds and document their growth in a plant journal. Students add new information to their illustrated flow charts based on the observations of their own plants.  Students continue their examination of non-fiction books focusing on how –to books like gardening books.  Students plan and create a gardening book to give with the plant as a gift for Mother’s Day. In the gardening book, students will include information on how a seed becomes a plan, what a plant needs to grow and how to care for the plant. | **Other Evidence:**   * Post-it notes with text features * Class discussions on how books with stories are different from books with information, and how illustrations help give information. * Illustration of information read-aloud * Picture sequencing * Plant diagram * Growth flow chart * Writing drafts and revisions |  |

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| **Codes** | **Stage 3 – Learning Plan** |
|  | **Suggested Learning Activities:**  Students:   1. examine different books about plants. 2. create a class list that identifies the similarities and differences between books with stories and books with information. 3. use post-it notes to identify the table-of-contents, headings, and glossary in a non-fiction book. 4. discuss how illustrations are used in books by examining wordless picture books. 5. create a picture for a read-aloud and discuss how the illustration explains the story. 6. compare two books on plants and identify the similarities and differences with a partner. 7. listen to read-alouds and sequence pictures in the order in which they occur. 8. examine plant books to identify the words that describe the parts of the plant. Together the class creates a word wall. 9. draw and label the parts of a plant. 10. complete a flow-chart using non-fiction texts that shows the life-cycle of a plant. 11. participate in class discussions about what makes a plant grow. 12. plant and grow their own plant, and document the process in a journal. 13. examine how-to books. They discuss how they are similar to and different from other non-fiction text. 14. create a plan for a how-to book 15. draft a how-to book using flow-chart, science journal, and science word wall 16. participate in peer and teacher conferencing 17. complete skills activities related to conjunctions, prepositions and capitalizations. 18. apply editing strategies to writing 19. learn how to add details to writing |